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課程綱要 CONTENTS OUTLINE

	Lesson/Topic	Article	Reading Skill
1	Making Great Art! (P. 13)	Kusama's Powerful Dots	Main Idea
2	Classical Music (P. 27)	Classical Music Everywhere!	Supporting Details
3	Finding the Right Book (P. 41)	Picture Books: Not Just for Kids	Words in Context
4	Predicting the Future (P. 55)	Lessons From the Future	Making Connections
5	When Prices Keep Rising (P. 69)	Inflation Decreases, but Prices Remain on the Rise	Cause and Effect
6	Population Explosion © COSMOS CULTURE LTD	India Overtakes China in Population	Making Inferences

Grammar	Writing Exercise	Issue and Core Competency
<ul style="list-style-type: none"> V-ing/V-p.p./Having V-p.p. . . . , S + V + . . . Transition Words and Phrases 	Brainstorming	Multiculturalism / Life Artistic Appreciation and Aesthetic Literacy
<ul style="list-style-type: none"> regard / see / view / think of / refer to / look upon A as B = consider/deem A (to be) B so + Adj./Adv. + that + S + V + . . . such + Adj. + N + that + S + V + . . . 	Structure of a Paragraph & Outlining	Multiculturalism / Life Artistic Appreciation and Aesthetic Literacy
<ul style="list-style-type: none"> instead of vs. instead . . . N + (,) where/when/why S + V + . . . 	Topic Sentence	Reading Literacy Physical and Mental Wellness, and Self-Advancement
<ul style="list-style-type: none"> have no choice but to VR vs. cannot help V-ing / cannot help but VR For one thing, S + V For another (thing), S + V 	Supporting & Concluding Sentences	Reading Literacy / Technology Logical Thinking and Problem Solving
<ul style="list-style-type: none"> not A but B It is thought/believed/said/ reported + that + S + be/V + . . . 	Revising	Reading Literacy Logical Thinking and Problem Solving
<ul style="list-style-type: none"> As/So long as S + V, S + V = Provided/Providing (that) S + V, S + V 	Editing	Environment / Reading Literacy
<p>© COSMOS CULTURE LTD</p> <ul style="list-style-type: none"> It is/was + word(s) emphasized + that . . . 		Cultural and Global Understanding

	Lesson/Topic	Article	Reading Skill
7	Speaking Without Words P. 101	Chatty Hands	Clarifying Devices
8	Religious Festivals P. 117	Celebrate Eid al-Fitr in Tainan City!	Writer's Purpose and Tone
9	A Climate-Friendly Diet P. 133	How Green is Your Plate?	Distinguishing Between Important and Interesting Information
10	The Problem With Plastic P. 149	Miracle Material or Nasty Nuisance?	Distinguishing Between Fact and Opinion
11	The First Female Marathon Runner P. 165	The Marathon Runner Who Made History	Asking Questions
12	AI Voice Scams P. 181	"I'm in Trouble— Please Send Money"	Finding Bias

	Grammar	Writing Exercise	Issue and Core Competency
	<ul style="list-style-type: none"> with + O + Adj./V-ing/V-p.p./ Prep. Phrase If + S + were/V-ed, S + would/could/should/might + V 	Narrative Writing (I)	Multiculturalism / International Education Semiotics and Expression
	<ul style="list-style-type: none"> as Adj./Adv. as The more . . . , the more . . . 	Narrative Writing (II)	Multiculturalism / International Education / Reading Literacy Cultural and Global Understanding
	<ul style="list-style-type: none"> While & Whereas No matter what/which/who/where/when/how-clause, S + be/V . . . 	Persuasive Writing (I)	Environment Logical Thinking and Problem Solving
	<ul style="list-style-type: none"> take/cost/spend/pay S + be likely to + VR = It is likely that S + V + . . . 	Persuasive Writing (II)	Environment Planning, Execution, Innovation, and Adaptation
	<ul style="list-style-type: none"> S + V, which . . . S + make/find/think/consider + it + Adj. + (for sb.) + to VR 	Expository Writing (I)	Gender Equality Physical and Mental Wellness, and Self-Advancement
	<ul style="list-style-type: none"> It is (high/about) time . . . No other N is as Adj. as . . . 	Expository Writing (II)	Information / Morality Information and Technology Literacy and Media Literacy

編寫要旨 INTRODUCTION

本書係依照教育部於民國一一〇年公布的「十二年國民基本教育技術型高級中等學校群科課程綱要——外語群」實習科目「中階英文閱讀與寫作練習」編寫而成。本書從課綱列出的主題類別「藝術與人文」、「文學」、「進階新聞」、「多元文化」、「環境永續」、「社會議題與性別平等」共六大主題中，挑選與學生生活經驗相關或能增進學生了解議題的主題，撰寫練習活動、閱讀文章與課後習題，期待學生能將這門課學到的內容於生活中實踐，增進各項核心素養適應現在的生活，並培養學生面對未來挑戰所應具備的知識、能力與態度。

全書共兩冊，供技術型高中第二學年之第一、二學期，每學期兩學分教學使用，旨在幫助學生達到下列課綱所期望的學習表現：

1. 能累增辨識常用英文字彙至 4,000 ~ 5,000 字左右，具備理解、學習多元文化之基礎能力。
2. 能靈活運用英文閱讀策略，培養閱讀興趣，進而欣賞多元文化，關心社會公共事務及全球議題，增進國際移動力。
3. 能理解字義和句意，解讀段落大意與課文主題，展現問題探索、系統思考、問題解決之素養。
4. 能運用適當的詞彙和句型，寫出完整的段落，具備符號運用、自我精進與溝通表達之能力。
5. 能了解英文段落的結構，從中學習段落寫作技巧，展現符號運用、自我精進、系統規劃與溝通表達。
6. 能參與課堂的討論與活動，並樂於分享自己的意見，欣賞他人的作品，展現人際互動、團隊合作、溝通協調及問題解決之素養。
7. 能思辨勞動法令規章與相關議題，省思自我的社會責任。

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本書業經專業外籍作者及顧問編撰及審訂而成，並在編校過程中力求完善，如仍有不周之處，盼各方不吝賜教。

本冊共分 12 課，每課架構及編寫要旨說明如下：











課前暖身 Getting Ready

配合課文主題，設計具互動性的英文問答題目，培養理解英文題意與解決問題的能力。

適時安排課堂討論活動，提供師生互動交流、發表多元意見的機會。

Vocabulary Builder

 sketch [ˈsketʃ] (n) 透寫	 still life [ˈstɪl laɪf] (n) 靜物畫
 portrait [ˈpɔːtreɪt] (n) 肖像	 landscape [ˈlændˌskɛp] (n) 風景
 abstract art [ˈæbstrækt ɑːt] (n) 抽象藝術	 installation art [ˌɪnstəˈleɪʃən ɑːt] (n) 裝置藝術
 sculpture [ˈskʌlpʃə] (n) 雕塑	 color palette [ˈkɒləˈpeɪlə] (n) 色票

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1 Making Great Art!

Getting Ready

Do you know who created these famous works of art? Match the paintings to the artists.

(A) Vincent van Gogh	(B) Leonardo da Vinci	(C) Gustav Klimt
(D) Sandro Botticelli	(E) Johannes Vermeer	(F) Katsushika Hokusai

 Girl with a Pearl Earring	 The Great Wave off Kanagawa	 The Starry Night
 The Birth of Venus	 Mona Lisa	 The Kiss

Check your answers with your partner.

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字彙大補帖

Vocabulary Builder

介紹與課文主題相關的實用詞彙，除了收錄大考重點用字外，亦收集生活中實際常見的主題式單字或片語，有助靈活應用字彙並融入日常。



字彙小測驗

Vocabulary Checkup

透過選擇題、填充題等多元題型，檢視是否理解並記憶 Vocabulary Builder 所介紹的單字。



閱讀預備起

Pre-reading Activity

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閱讀主要課文前，以問答題目或課堂討論活動，預先熟悉課文主題的相關知識，並引導學習者對於課文主題的創意發想，為課文閱讀做充分準備。



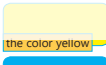


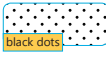
Vocabulary Checkup

Match the words to their definitions.

1. landscape	(A) A quick drawing of something that shows its basic parts.
2. sculpture	(B) A picture of a person or group of people.
3. still life	(C) A picture of nature, like a forest, fields, or mountains.
4. sketch	(D) The colors an artist chooses to use in their artwork.
5. installation art	(E) Art that doesn't try to copy reality, but rather uses shapes, colors, and lines to create a feeling or mood.
6. portrait	(F) A picture of objects that don't move, like fruit or flowers.
7. color palette	(G) A piece of 3D art made out of material such as clay, stone, or metal.
8. abstract art	(H) Art that usually uses different media to create an object to change a space, sometimes a whole room, into a unique experience.

Pre-reading Activity

1. Many artists use symbols or colors in their artwork to express certain meanings. Look at the symbols and colors below. What do you think they could symbolize (= mean) if you saw them used in a piece of art?

a monkey	a watch	the color yellow
		
	a heart	the color blue
		
		black dots
		

2. Share your ideas with your partner.

Example: I think a heart might symbolize love.

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閱讀課文 Time to Read

包含主要課文，以及在主要課文前安排簡短提問，藉以培養 scanning (掃讀)、predicting (內容預判) 等閱讀技巧，訓練如何快速判斷文意與內容走向。

Time to Read

Reading Skill: Predicting

Look at the title of the article and the pictures. Then, circle your answers of this sentence.

The article is probably about a(n) portrait / abstract artist from Japan / Spain whose work often features hearts / dots.

Now, read the article and see if you were right.

主要課文

Reading Article

廣採與實際學習及生活融合的主題，提供兼顧趣味和教學價值的英文短文，培養閱讀興趣、欣賞多元文化。文中並標示課文關鍵字和片語，兼顧字彙學習。

Kusama's Powerful Dots

Yayoi Kusama is known as one of Japan's best living artists. Kusama was born in 1929, and she has tried out many art styles over her long career. However, her artworks² typically have one thing in common¹; they are covered in her favorite shapes—dots! For this reason, you can easily identify³ a Kusama artwork when you see one.

Kusama's love of dots stems from² a dream she once had as a child. In her dream, she was in a field of talking flowers. As she looked into the distance, the heads of the flowers looked more and more like tiny⁴ dots. Standing in this field, the young artist felt like she too was just one more dot among billions of others.

¹⁰ Inspired⁶ by this weird⁴ dream, Kusama began creating a series of abstract⁷ art known as

¹⁶ special dotted design Coca Cola vending machine at Matsumoto City Museum of Art

Discussion Questions

- The article mentions that Yayoi Kusama's art makes viewers feel "one with the universe." How do you think the repetitive use of dots contributes to this feeling?
- Imagine you could design your own "Infinity Mirror Room." What kind of shapes or patterns would you use?

Reading Comprehension Questions

- What is the main idea of the second paragraph?
 - Childhood dreams often provide inspiration for artists when creating their artwork.
 - Yayoi Kusama loves to use dots in her works of art.
 - As a young girl, Yayoi Kusama dreamed that she was in a field full of talking flowers.
 - Yayoi Kusama uses dots in her artwork because of a strange childhood dream.
- Which of these statements do we know from the article to be TRUE about the paintings in Kusama's series "Infinity Nets"?
 - They feature dots.
 - They inspired other artists.
 - They each use many colors.
 - They were painted after the year 2000.
 - They are very large.
- With a partner, ask and answer the following questions.
 - How does Kusama create her "Infinity Mirror Rooms"?
 - How do people feel when they experience one of Kusama's artworks?
 - Like they are 2
- What does the word "they" refer to in line 22?
 - Yayoi Kusama's dots.
 - People who view Yayoi Kusama's work.
 - Great artists such as Andy Warhol.
 - Yayoi Kusama's "Infinity Mirror Rooms."

討論問題

Discussion Questions

閱讀主要課文後，設計相關討論問題，帶領學生深入思考，將課文內容與個人經驗結合，同時強化閱讀理解及提升反思能力。

閱讀測驗

Reading Comprehension Questions

以選擇題、是非題、填充題、配合題等綜合測驗題，檢視是否理解課文大意，並能從文中鎖定特殊細節資訊，全面掌握文章內容。



閱讀技巧 Reading Skills

閱讀課文後，每課介紹一種閱讀技巧，並運用主要課文的內容和文句進行練習與評量，除了幫助加深課文印象及理解，更能按部就班，培養以不同策略閱讀文本的能力。

Reading Skill

Main Idea

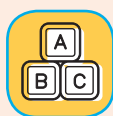
When writers write, they have a specific message—or “**main idea**”—they want to convey to their readers. Each paragraph has a main idea, and so does the article as a whole. Being able to identify both of them—the main idea of **each paragraph** and the main idea of **the article**—will help you understand the message the writer is trying to communicate.

The main idea of an article is not always obvious, so when reading, do not forget to ask yourself: “**What point is the writer trying to make?**”

Exercise

Here are some possible main-idea statements for the article you just read about Yayoi Kusama. Some are too specific to be the article's main idea. Others are too general. Only one answers the question “What point was the writer trying to make?” Read the statements and mark them either “G” (general), “S” (specific), or “M” (the main idea).

Statement	G / S / M
1 Since the 1960s, Yayoi Kusama has made several “Infinity Mirror Rooms.”	
2 Yayoi Kusama is a famous artist from Japan.	
3 Kusama's installation art is very powerful and put people in a strange state of mind.	
4 The dot-covered artworks of Japanese artist Yayoi Kusama have a deep effect on viewers.	
5 Yayoi Kusama's early works inspired many other great artists of the time, including Andy Warhol.	



關鍵字彙與片語 Vocabulary and Phrases

擷取來自課文的重要單字及片語，依難度和性質分為 Essential Vocabulary、Extended Vocabulary 和 Phrases 三大部分，並列舉 KK 音標與實用例句。

02 **Vocabulary and Phrase**

Essential Vocabulary

- dot** [dɒt]
(n.) 小圓點
I'm looking for a blue umbrella with small white **dots** on it.
- artwork** [ˈɑːtɹwɜːk]
(n.) 藝術品
The museum is now displaying a variety of **artworks** from the 17th century.
- identify** [aɪˈdentɪfaɪ]
(vt) 確認；識別
Mary **identified** the man who had attacked her by his unique voice.
- tiny** [ˈtaɪni]
(adj) 極小的
We came from a **tiny** village in Tainan.
- inspire** [ɪnˈspaɪr]
(vt) 啟發；賦予靈感
The amazing natural landscapes in her hometown **inspired** the artist's paintings.
- weird** [wɪrd]
(adj) 奇怪的；不尋常的
The **weird** noise coming from the

7 **abstract** [ˈæbstrækt]
(adj) 抽象的
Love and beauty are **abstract** concepts.

8 **detail** [ˈdeɪtɪl]
(n.) 細節
Tom only gave us a rough description of the plan. He didn't provide us with more **details**.

9 **pioneer** [ˈpiːniə]
(n.) 先驅
Steve Jobs was a **pioneer** who revolutionized the personal computer and mobile industries.

10 **shift** [ʃɪft]
(vi) (vt) 轉換
The company is considering **shifting** its production to other, more cost-effective countries.

11 **viewer** [ˈvjuːə]
(n.) 觀眾
Most **viewers** gave positive feedback to the young photographer's exhibition.

12 **indeed** [ɪnˈdiːd]
(adv) 真正地；確實
I didn't mind at all. **Indeed**, I was pleased.

Extended Vocabulary

- canvas** [ˈkænvəs]
(n.) 帆布；油畫
- installation art** [ɪnˈstɔːleɪʃn ɑːt]
(n.) 裝置藝術
- profound** [prəˈfaʊnd]
(adj) 深刻的

Phrases

- have ... in common**
有……共同之處
Though Frank and I are twin brothers, we **have few things in common**.
- stem from**
源自……
The doctor said my headache might **stem from** vision problems.
- end up**
結果……
We planned to have a picnic, but we **ended up** having a movie night indoors due to the rain.

Vocabulary Exercise

Fill in the blanks with the correct words from the box to complete the sentences. Change their forms as necessary.

identify / abstract / viewer / tiny / inspire

- How could you _____ your bag immediately among so many others here?
- During a quiet summer night, I lay down on a grassy field and gazed at _____ stars in the sky.
- That poor boy's story later _____ a Hollywood movie.
- Laura is very good at turning _____ ideas into understandable words.
- The popular TV show attracts millions of _____ every Saturday.



字彙測驗 Vocabulary Exercise

以選填題測驗是否充分記憶課文關鍵字，並理解如何將單字正確應用於英文句子寫作。



文法解析 Grammar

詳盡解析課文中使用的重要文法概念或句型，為閱讀理解能力建立扎實基礎，並輔以大量例句，進一步提升句意掌握的熟練度。

Grammar

I V-ing/V-p.p./Having V-p.p...., S + V + ...

Examples in Time to Read

- Standing in this field, the young artist felt like she too was just one more dot among billions of others.
(= When the young artist stood in this field, she felt ...)
- Inspired by this weird dream, Kusama began creating a series of abstract art known as "Infinity Nets."
(= After Kusama was inspired by this weird dream, she began ...)

Participle clauses are often used in written texts to make information more **concise**. When the adverbial clause and the main clause share the same subject, we can simplify the **subordinate clause** to form a participle construction.

1 Delete the subject and conjunction of the adverbial clause.
If **Jessica comes** to the party tomorrow, she will receive a surprise.
Coming
active voice → V-ing
passive voice → (Being) V-p.p.
perfect tense → Having V-p.p.

2 Change the pronominal subject of the main clause to the "real" subject if necessary.
Jessica

1 Although **Jessica lives** abroad, she still keeps in touch with us through social media platforms.
active voice
= Living abroad, Jessica still keeps in touch with us through social media platforms.
V-ing

2 When **the village was hit** by the typhoon last night, it suddenly flooded.
passive voice
= (Being) Hit by the typhoon last night, the village suddenly flooded.
(being) V-p.p.

3 Since **Mandy has bought** the ticket to the movie, she doesn't need to line up here.
perfect tense
= Having bought her ticket to the movie, Mandy didn't need to line up here.
Having V-p.p.

Notes

We can put "not" in front of a participle to negate it.

- **Not knowing** what to do on the weekend, Nancy decides to binge-watch.
- **Not having skied** for three years, I'm unsure if I can still do it.

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Grammar Checkup I Rewrite the Sentences

Rewrite each sentence using participle construction.

- When you face peer pressure, you will improve more.
→ _____
- After Henry was asked to help by the teacher, he assisted several students with their classwork.
→ _____
- If Amy can finish her violin class on time, she will go to the concert with us.
→ _____
- Although I haven't seen Jane for over 10 years, I still often think of our adventures in the past.
→ _____

II Transition Words and Phrases

Examples in Time to Read



文法小測驗

Grammar Checkup

針對文法學習重點提供隨堂練習題目，評量已確實吸收當課文法重點，並能融會貫通。



寫作練習

Writing Exercise

主要介紹段落的寫作方式，前六課循序漸進介紹段落寫作

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製作大綱、段落組成、修訂及編輯)，後六課則以兩課為單位，分別介紹記敘文、論說文、說明文的寫作要點。



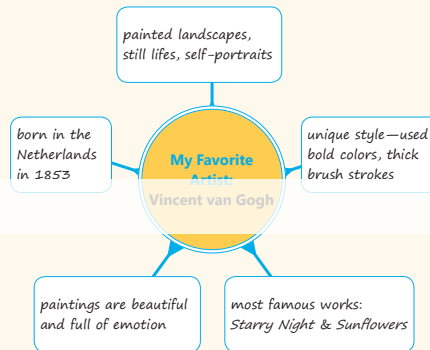
Writing Exercise

Brainstorming

Before you start writing about a topic, it can help to write down some of your ideas. This process is called "brainstorming." One way to brainstorm is to use an **idea map**. Start your idea map by writing your subject in a circle in the center of the page. Then, add your ideas around it. You can write these ideas using simple phrases or key words.

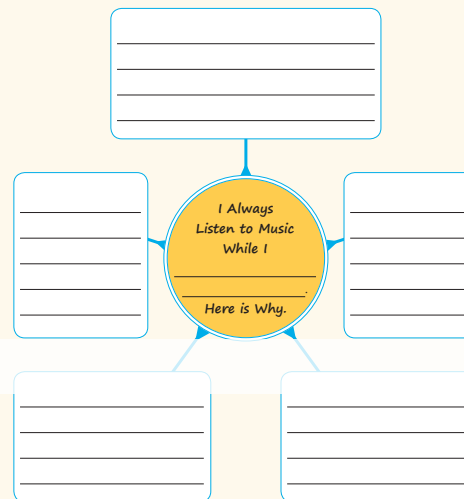
Example

A local art gallery is hosting a competition for students. To take part, students need to write a paragraph about their favorite artist. The winner will get free tickets to a big art exhibition. One student decides to write about Vincent van Gogh. This is what her idea map looks like:



Now You Try!

A local radio station is hosting a competition for students. To take part, students need to write a paragraph on the topic "I Always Listen to Music While I _____. Here is Why." The winner will get free tickets to a big concert. Brainstorm some ideas using an idea map of your own. You can add more "bubbles" if you need to.



Making Great Art!



Getting Ready

Do you know who created these famous works of art?
Match the paintings to the artists.

(A) Vincent van Gogh

(B) Leonardo da Vinci

(C) Gustav Klimt

(D) Sandro Botticelli

(E) Johannes Vermeer

(F) Katsushika Hokusai



Girl with a Pearl Earring



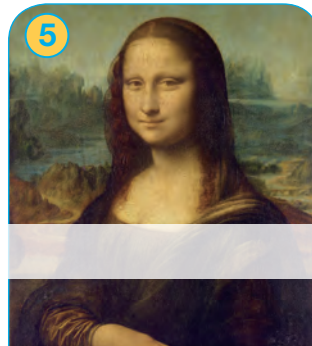
The Great Wave off Kanagawa



The Starry Night



The Birth of Venus



Mona Lisa



The Kiss

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Check your answers with your partner.



Vocabulary Builder



sketch [sketʃ] (n.) 速寫



still life [stɪl laɪf] (n.) 靜物畫



portrait [ˈpɔːtreɪt] (n.) 肖像



landscape [ˈlændˌskeɪp] (n.) 風景



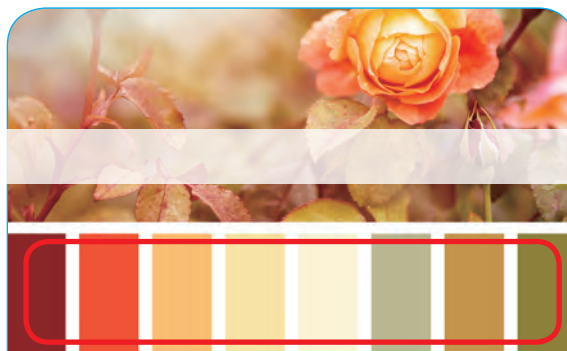
abstract art [ˈæbstrækt ɑːt] (n.)
抽象藝術



installation art [ˌɪnstəˈleɪʃən ɑːt] (n.)
裝置藝術



sculpture [ˈskʌlptʃə] (n.) 雕塑



color palette [ˈkɒləˈpæliːt] (n.) 色票

Vocabulary Checkup

Match the words to their definitions.

- | | |
|---------------------------|--|
| _____ 1. landscape | (A) A quick drawing of something that shows its basic parts. |
| _____ 2. sculpture | (B) A picture of a person or group of people. |
| _____ 3. still life | (C) A picture of nature, like a forest, fields, or mountains. |
| _____ 4. sketch | (D) The colors an artist chooses to use in their artwork. |
| _____ 5. installation art | (E) Art that doesn't try to copy reality, but rather uses shapes, colors, and lines to create a feeling or mood. |
| _____ 6. portrait | (F) A picture of objects that don't move, like fruit or flowers. |
| _____ 7. color palette | (G) A piece of 3D art made out of material such as clay, stone, or metal. |
| _____ 8. abstract art | (H) Art that usually uses different media to create an object to change a space, sometimes a whole room, into a unique experience. |



Pre-reading Activity

1. Many artists use symbols or colors in their artwork to express certain meanings. Look at the symbols and colors below. What do you think they could symbolize (= mean) if you saw them used in a piece of art?

a monkey



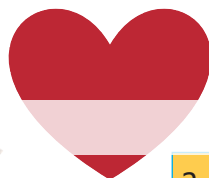
a watch



the color yellow

the color blue

black dots



a heart

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2. Share your ideas with your partner.

Example A I think a heart might symbolize love.



Time to Read

Reading Skill: Predicting

Look at the title of the article and the pictures. Then, circle your answers of this sentence.

The article is probably about a(n) portrait / abstract artist from Japan / Spain whose work often features hearts / dots.

Now, read the article and see if you were right.



▲ a pumpkin sculpture by Kusama installed at Naoshima, Japan



01

Kusama's Powerful Dots¹

Yayoi Kusama is known as one of Japan's best living artists. Kusama was born in 1929, and she has tried out many art styles over her long career. However, her **artworks**² typically have one thing in common¹: they are covered in her favorite shapes—dots! For this reason, you can easily **identify**³ a Kusama artwork when ⁵ you see one.

Kusama's love of dots stems from² a dream she once had as a child. In her dream, she was in a field of talking flowers. As she looked into the distance, the heads of the flowers looked more and more like **tiny**⁴ dots. Standing in this field, the young artist felt like she too was just one more dot among billions of others.

¹⁰ **Inspired**⁵ by this **weird**⁶

dream, Kusama began creating a series of **abstract**⁷ art known as

◀ special dotted design Coca Cola vending machine at Matsumoto City Museum of Art



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▲ magnification of one segment of *No. F* from *Infinity Nets* series by Yayoi Kusama

▲ *Infinity Mirror Rooms*

"Infinity Nets." For this series, she covered huge canvases¹ in dots of just one or two colors. These early works, with their bright colors and simple details⁸, inspired many
 15 other great artists of the time, including Andy Warhol, the pioneer⁹ of Pop Art.

Later in her career, Kusama began to shift¹⁰ her focus to installation art². Since the 1960s, she has created several "Infinity Mirror Rooms." She makes these by placing hundreds of LED lights into spaces lined with mirrors. When you stand in one of these rooms, the space and the bright dots seem like they never end.

20 Kusama's art often has a profound³ effect on those who view it. Her art puts viewers¹¹ into a strange state of mind in which they feel as if they are one with the universe. Indeed¹², they often end up³ asking where the art ends and where the self begins. Such is the power of Kusama's dots!

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1. The article mentions that Yayoi Kusama's art makes viewers feel "one with the universe." How do you think the repetitive use of dots contributes to this feeling?
2. Imagine you could design your own "Infinity Mirror Room." What kind of shapes or patterns would you use?



Reading Comprehension Questions

- _____ 1. What is the main idea of the second paragraph?
- (A) Childhood dreams often provide inspiration for artists when creating their artwork.
 - (B) Yayoi Kusama loves to use dots in her works of art.
 - (C) As a young girl, Yayoi Kusama dreamed that she was in a field full of talking flowers.
 - (D) Yayoi Kusama uses dots in her artwork because of a strange childhood dream.
2. Which of these statements do we know from the article to be TRUE about the paintings in Kusama's series "Infinity Nets"?
- ❶ They feature dots.
 - ❷ They inspired other artists.
 - ❸ They each use many colors.
 - ❹ They were painted after the year 2000.
 - ❺ They are very large.
3. With a partner, ask and answer the following questions.
- (A) How does Kusama create her "Infinity Mirror Rooms"?
 - (B) By ❶ _____
 - (A) How do people feel when they experience one of Kusama's artworks?
 - (B) Like they are ❷ _____
- _____ 4. What does the word "**they**" refer to in line 22?
- (A) Yayoi Kusama's dots.
 - (B) People who view Yayoi Kusama's work.
 - (C) Great artists such as Andy Warhol.
 - (D) Yayoi Kusama's "Infinity Mirror Rooms."



Reading Skill

Main Idea

When writers write, they have a specific message—or “**main idea**”—they want to convey to their readers. Each paragraph has a main idea, and so does the article as a whole. Being able to identify both of them—the main idea of **each paragraph** and the main idea of **the article**—will help you understand the message the writer is trying to communicate.

The main idea of an article is not always obvious, so when reading, do not forget to ask yourself, “**What point is the writer trying to make?**”



Exercise

Here are some possible main-idea statements for the article you just read about Yayoi Kusama. Some are too specific to be the article’s main idea. Others are too general. Only one answers the question “What point was the writer trying to make?” Read the statements and mark them either “G” (general), “S” (specific), or “M” (the main idea).

Statement	G / S / M
1 Since the 1960s, Yayoi Kusama has made several “Infinity Mirror Rooms.”	
2 Yayoi Kusama is a famous artist from Japan.	
3 Kusama’s installation art is very powerful and put people in a strange state of mind.	
4 The dot-covered artworks of Japanese artist Yayoi Kusama have a deep effect on viewers.	
5 Yayoi Kusama’s early works inspired many other great artists of the time, including Andy Warhol.	



Vocabulary and Phrase

Essential Vocabulary

- 1 dot** [dɒt]
(n.)[C] 小圓點
I'm looking for a blue umbrella with small white **dots** on it.
- 2 artwork** [ˈɑːtɹwɜːk]
(n.)[C][U] 藝術品
The museum is now displaying a variety of **artworks** from the 17th century.
- 3 identify** [aɪˈdentɪfaɪ]
(vt.) 確認；識別
Mary **identified** the man who had attacked her by his unique voice.
- 4 tiny** [ˈtaɪni]
(adj.) 極小的
We came from a **tiny** village in Tainan.
- 5 inspire** [ɪnˈspaɪr]
(vt.) 啟發；賦予靈感
The amazing natural landscapes in her hometown **inspired** the artist's paintings.
- 6 weird** [wiəd]
(adj.) 奇怪的；不尋常的
The **weird** noise coming from the basement made me uneasy.
- 7 abstract** [ˈæbstrækt]
(adj.) 抽象的
Love and beauty are **abstract** concepts.
- 8 detail** [ˈdeɪtəl]
(n.)[C] 細節
Tom only gave us a rough description of the plan. He didn't provide us with more **details**.
- 9 pioneer** [paɪəˈniə]
(n.)[C] 先驅
Steve Jobs was a **pioneer** who revolutionized the personal computer and mobile industries.
- 10 shift** [ʃɪft]
(vi.) (vt.) 轉換
The company is considering **shifting** its production to other, more cost-effective countries.
- 11 viewer** [ˈvjuə]
(n.)[C] 觀眾
Most **viewers** gave positive feedback to the young photographer's exhibition.
- 12 indeed** [ɪnˈdiːd]
(adv.) 真正地；確實
I didn't mind at all. **Indeed**, I was pleased.

Extended Vocabulary

- ① **canvas** [ˈkænvəs]
(n.)[U][C] 帆布；油畫
- ② **installation art** [ɪnstəˈleɪʃən art]
(n.)[U] 裝置藝術
- ③ **profound** [prəˈfaʊnd]
(adj.) 深刻的

Phrases

- ① **have . . . in common**
有……共同之處
Though Frank and I are twin brothers, we **have** few things **in common**.
- ② **stem from**
源自……
The doctor said my headache might **stem from** vision problems.
- ③ **end up**
結果……
We planned to have a picnic, but we **ended up** having a movie night indoors due to the rain.



Vocabulary Exercise

Fill in the blanks with the correct words from the box to complete the sentences. Change their forms as necessary.

identify / abstract / viewer / tiny / inspire

1. How could you _____ your bag immediately among so many others here?
2. During a quiet summer night, I lay down on a grassy field and gazed at _____ stars in the sky.
3. That poor boy's story later _____ a Hollywood movie.
4. Laura is very good at turning _____ ideas into understandable words.
5. The popular TV show attracts millions of _____ every Saturday.



Grammar

I V-ing/V-p.p./Having V-p.p. . . . , S + V + . . .

Examples in Time to Read

- **Standing** in this field, the **young artist felt** like she too was just one more dot among billions of others.
(= When the young artist **stood** in this field, she felt . . .)
- **Inspired** by this weird dream, **Kusama began** creating a series of abstract art known as "Infinity Nets."
(= After Kusama was **inspired** by this weird dream, she began . . .)

Participle clauses are often used in written texts to make information more **concise**. When the adverbial clause and the main clause share the same subject, we can simplify the **subordinate clause** to form a participle construction.

1 Delete the subject and conjunction of the adverbial clause.

If ~~Jessica comes~~ to the party tomorrow, ~~she~~ will receive a surprise.

2 **Coming**
active voice → V-ing
passive voice → (Being) V-p.p.
perfect tense → Having V-p.p.

3 **Jessica**
Change the pronominal subject of the main clause to the "real" subject if necessary.

1 ~~Although Jessica lives~~ abroad, ~~she~~ still keeps in touch with us through social media platforms.
active voice

= Living abroad, Jessica still keeps in touch with us through social media platforms.
V-ing

2 ~~When the village was hit~~ by the typhoon last night, ~~it~~ suddenly flooded.
passive voice

= (Being) Hit by the typhoon last night, the village suddenly flooded.
(being) V-p.p.

3 ~~Since Mandy has bought~~ the ticket to the movie, ~~she~~ doesn't need to line up here.
perfect tense

= Having bought her ticket to the movie, Mandy didn't need to line up here.

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! note

We can put "not" in front of a participle to negate it.

- **Not knowing** what to do on the weekend, Nancy decides to binge-watch.
- **Not having skied** for three years, I'm unsure if I can still do it.



Rewrite each sentence using participle construction.

1. When you face peer pressure, you will improve more.

→ _____

2. After Henry was asked to help by the teacher, he assisted several students with their classwork.

→ _____

3. If Amy can finish her violin class on time, she will go to the concert with us.

→ _____

4. Although I haven't seen Jane for over 10 years, I still often think of our adventures in the past.

→ _____

II Transition Words and Phrases

Examples in Time to Read

- **However**, her artworks typically have one thing in common: . . .
- **For this reason**, you can easily identify a Kusama artwork when you see one.

Transition words are used to link sentences. They help to build up coherent relationships within the text. Also, the ideas can be expressed more completely by using them.

Purpose	Transition words	Example sentence
Cause and effect	<ul style="list-style-type: none"> • accordingly • thus • therefore • as a result • for this reason 	The heavy fog might prevent you from seeing clearly. Thus , drive carefully.
Clarification	<ul style="list-style-type: none"> • that is (to say) • in other words 	I always do grocery shopping on weekends. That is , I never do it on weekdays.
Contrast	<ul style="list-style-type: none"> • nevertheless • however • on the other hand 	The painting is by a well-known artist. Nevertheless , it looks like nothing special.

Purpose	Transition words	Example sentence
Example	<ul style="list-style-type: none"> for example for instance 	Students chose some famous tourist attractions for their graduation trip. For example , some chose to go to Kenting.
Emphasis	<ul style="list-style-type: none"> above all most importantly 	Smoking might harm your health. Most importantly , you might lose your loved ones.
Addition	<ul style="list-style-type: none"> firstly furthermore moreover what is worse what is more 	I went to the US last year. Moreover , I also visited Greenland for the first time.
Time	<ul style="list-style-type: none"> meanwhile lastly 	On summer vacation, you can take a long rest. Meanwhile , you can learn things you want to.
Similarity	<ul style="list-style-type: none"> likewise similarly 	I will be faithful. Likewise , you should always be loyal to me.
Conclusion	<ul style="list-style-type: none"> in conclusion to sum up in short in brief 	Plastic has a bad influence on our lives. It also pollutes our environment. In conclusion , we should cut down on the use of plastic.



Grammar Checkup

II Fill in the Blanks

Lastly / Therefore / What was worse / Meanwhile / However / For example

In ancient Babylon, there were two young people named Pyramus and Thisbe. They loved each other very much. ❶ _____, they couldn't get married because their families didn't get along. The way they expressed their love was through a hole in a wall. But they were eager to be together. ❷ _____, they decided to meet at a king's tomb near a tall mulberry tree.

When Thisbe arrived, she saw a lioness. She was scared and fled to a cave.

❸ _____, she dropped her cloak. When Pyramus found the cloak on

the ground, he thought Thisbe was eaten by the lioness. Sadly enough, he killed himself. ❹ _____, Thisbe became heartbroken and took her own life, too.

❺ _____, their families discovered their bodies, buried them together, and the mulberries turned from white to dark red, forever marking their tragic love.



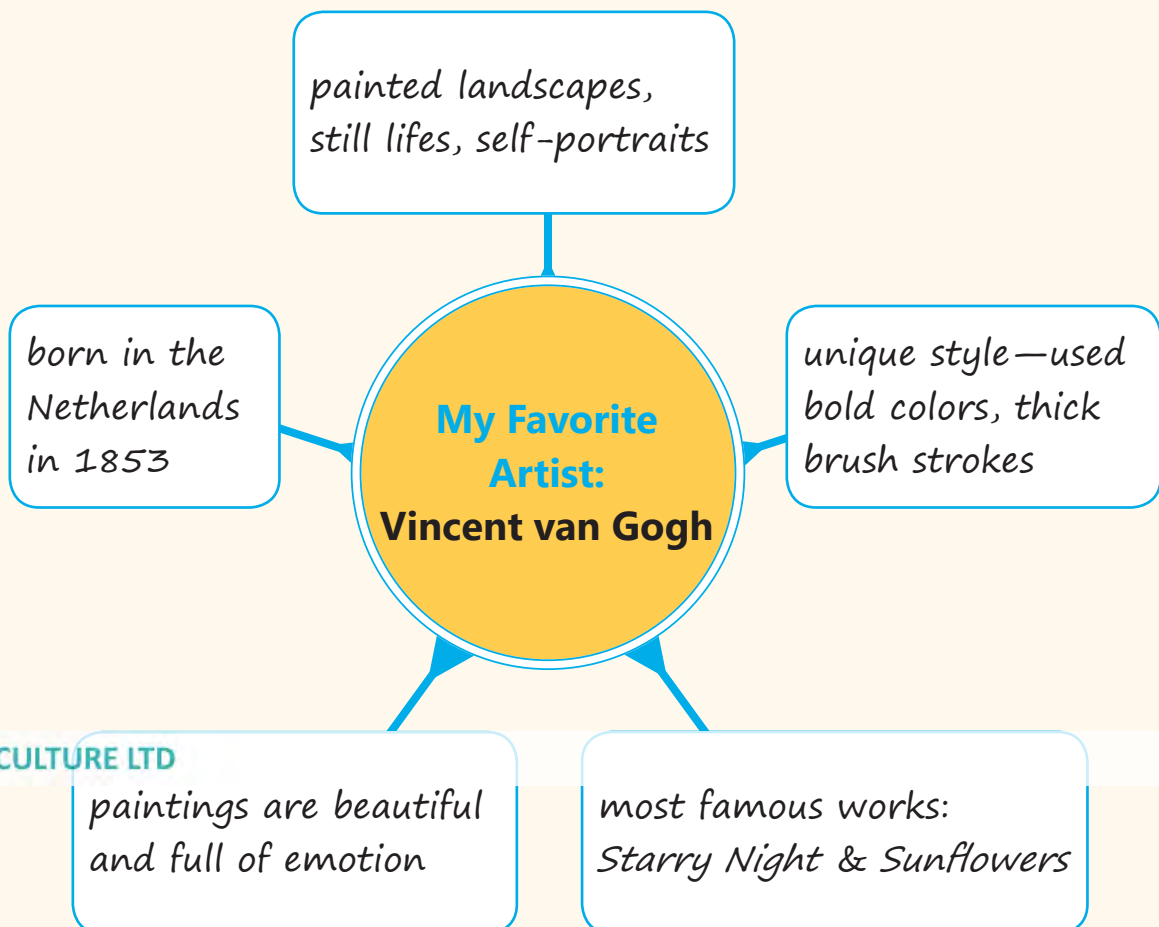
Writing Exercise

Brainstorming

Before you start writing about a topic, it can help to write down some of your ideas. This process is called "**brainstorming**." One way to brainstorm is to use an **idea map**. Start your idea map by writing your subject in a circle in the center of the page. Then, add your ideas around it. You can write these ideas using simple phrases or key words.

Example

A local art gallery is hosting a competition for students. To take part, students need to write a paragraph about their favorite artist. The winner will get free tickets to a big art exhibition. One student decides to write about Vincent van Gogh. This is what her idea map looks like:





Now You Try!

A local radio station is hosting a competition for students. To take part, students need to write a paragraph on the topic **"I Always Listen to Music While I _____ . Here is Why."** The winner will get free tickets to a big concert. Brainstorm some ideas using an idea map of your own. You can add more "bubbles" if you need to.

